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ABSTRACT

In this memorandum the National Immigration and Naturalization Board of Sweden has summarized recent legislative reforms providing home language training and home language lessons for immigrant children and children belonging to linguistic minorities. (A single definition of "immigrant children" has been applied throughout Sweden since 1977. An immigrant child/pupil is a child/pupil coming from a home where either or both parents/guardians are of foreign descent and do not speak Swedish as a native language.) The material has been compiled in order to inform immigrant associations, immigrant service bureaus and other interested parties. The purpose of home language training/home language lessons is to maintain and develop the pupil's knowledge of the language (other than Swedish) he or she employs in his or her everyday surroundings. Contents of the memorandum include (1) designation of persons entitled to receive training or instruction: (2) stipulation of the duties of municipal authorities: (3) delineation of resources at the preschool level: (4) discussion of the role of home language teachers: and (5) brief overviews of the content of home language teacher training, training of bilingual preschool teachers, and special class teacher training for applicants speaking Finnish as a native language. Related materials and statistical tables in Swedish are appended. (Author/RH)

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STATENS INVANDRARVERK
Emmanuel Morfiadakis

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The home language reform

a summary

Information compiled in consultation with the National Board of Education and the National Board of Health and Welfare

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Postadress: Box 6113, 600 06 NORRKÖPING
Gatuadress: Vikboplan 5-7
Telefon: 011-10 88 00
Telegram: Stiverk
Postgiro: 18 31 66 - 8

PREFACE

On 29th May 1976 the Swedish Riksdag passed a Government Bill concerning home language training and homr language lessons for immigrant children and children belonging to linguistic minorities. This marked a very important step forward in immigrant policy. Immigrants make up a large proportion of the Swedish population today. Out of a total population of eight million, there are already an estimated one million who are immigrants or children of persons who have settled in this country during the post-war era.

Immigrants have a birth rate which is almost twice that of the native population. The great majority of their children will grow up in Sweden and will form part of the next adult generation in this country. Education is one of the most vital measures to be taken by the community to ensure that immigrants can adjust properly to life in Sweden.

The home language reform focusses on the future. Its aim is to enable immigrant children to preserve and develop their home language and thereby to get off to a good start in life, for their own benefit and that of the community.

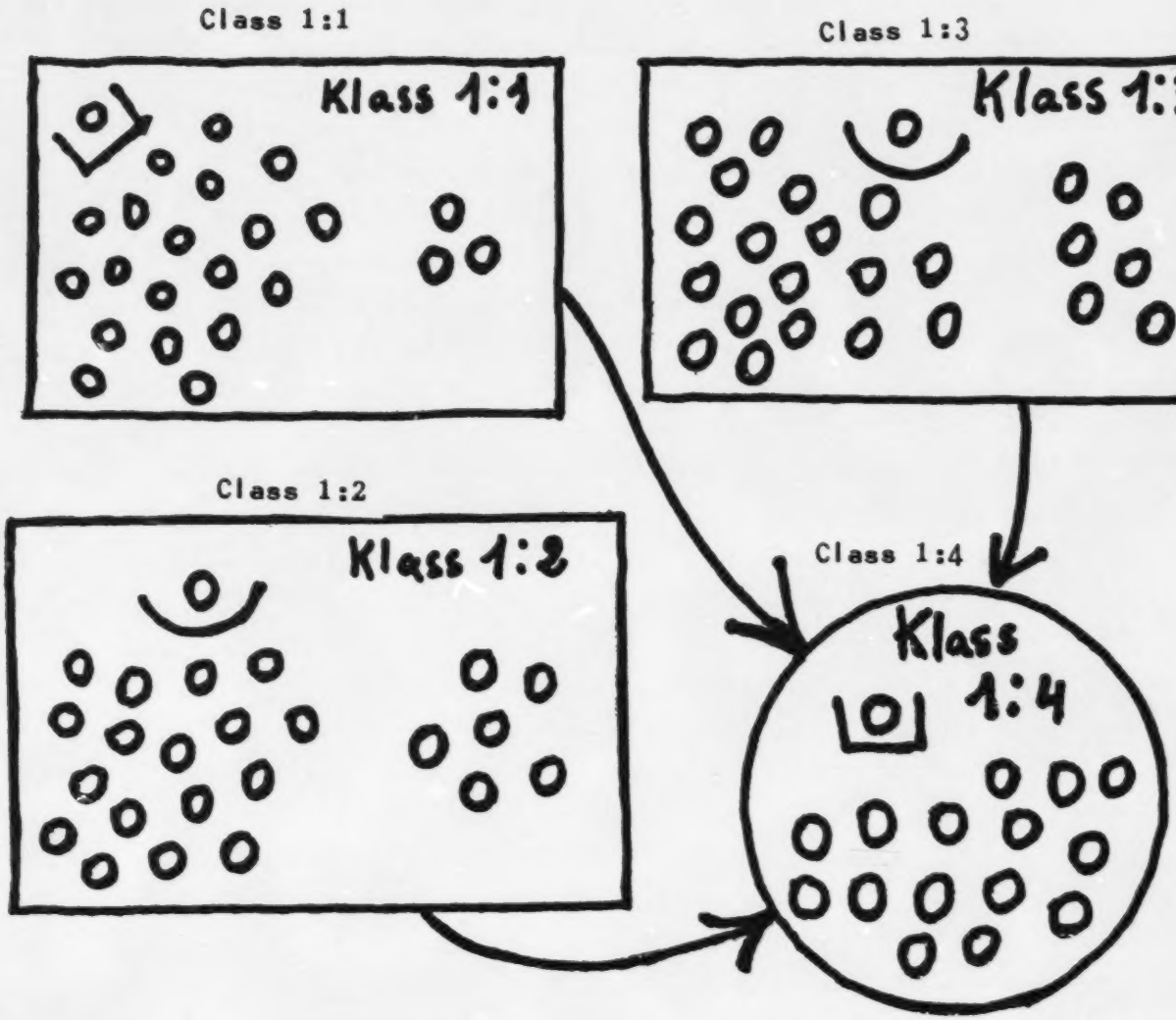
Sweden has about 65 000 foreign children of pre-school age. The actual number of immigrant children, however, is far higher if it is taken to include those who have become naturalized Swedes. In the fourth week of 1977 there were 84 477 immigrant pupils in elementary school and 10 542 immigrant students in upper secondary school.

The home language reform incorporates a number of measures aimed at furthering the development of these children and young persons.

In the following memorandum the National Immigration and Naturalization Board (Statens invandrarverk) has summarized the various sections of the reform for the information of immigrant associations, Immigrant Service Bureaux and other interested parties.

Kjell Öberg

THE HOME LANGUAGE REFORM



You do not stop learning your home language when you grow up. Your knowledge of the language continues to develop for as long as you hear it spoken and for as long as you speak it yourself. Therefore, when a child starts school, it linguistic development is still not complete.

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IMMIGRANT CHILDREN

Formerly the term "immigrant children" was most often applied to children of non-Swedish descent who had come to Sweden as immigrants together with their parents or who had been born here of immigrant parents. Usually, though not invariably, the term was also taken to include children of naturalized parents and, in many cases, children of mixed marriages or unions. Definitions of the term varied from one part of the country to another.

For statistical purposes, a single definition has applied throughout Sweden since 1977. "An immigrant child/pupil is a child/pupil coming from a home where either or both parents/guardians are of foreign descent and do not speak Swedish as a native language."

This definition of children/pupils qualifying as immigrant children/pupils stipulates two properties on the part of the parents/guardians; one of them must be of foreign descent (regardless of citizenship) and he or she must have a native language other than Swedish (regardless of whether Swedish is the language commonly used in the home or not).

This definition is above all applied in the collection of statistical data.

Appendix 1 contains statistics from the bulletin Statistiska meddelanden U 1977:22 and from particulars furnished by schools. According to these data there were 95 000 immigrant pupils and students altogether attending municipal elementary schools and municipal and county council upper secondary schools in the spring of 1977.

In the school year 1976/77 there were 1 028 800 pupils attending municipal elementary schools, which means that 8.2 per cent of these children were immigrants.

Immigrants made up 5.2 per cent (9 300) of the 178 000 students attending the two, three and four-year lines of upper secondary school.

Pre-school institutions were attended by about 6 300 immigrant six-year-olds, 32 per cent of whom received home language training.

WHO IS ENTITLED
to home language training/ home language lessons?

The basic qualification for training or instruction of this kind is for the child's/pupil's home language to be a minority language.

The purpose of home language training/home language lessons is to maintain and develop the pupil's knowledge of the language (other than Swedish) which he or she employs in his or her everyday surroundings.

Normally this means that the parents/guardians or at least one of them has a native language other than Swedish and speaks that language together with the child. All six-year-old immigrant children attending public pre-school institutions are entitled to home language training.

There is no general stipulation that the child must have a certain knowledge of its home language to qualify for instruction.

Decisions in these matters are to be taken locally, the idea being for schools, parents and the children themselves to help decide where the line is to be drawn.

Priority must always be given to the desires and judgments of the child and its parents.

to study guidance in the home language?

The pupils qualifying for home language lessons are also entitled to study guidance in their home languages. The purpose of study guidance is to give a pupil instruction, in his home language, in various subjects studied in his grade. in this way the pupil can be helped to understand

textbooks and instructions in Swedish.

But study guidance in the home language helps the immigrant pupil in another way too; it helps him to gain a better command of the home language itself.

to auxiliary Swedish lessons?

Schools provide auxiliary Swedish lessons for all immigrant pupils who do not have a thorough knowledge of the Swedish language. These lessons are continued for as long as the pupils need them.

Auxiliary lessons of this kind are provided both at elementary school and at upper secondary school.

Participation in

<u>home language training</u> at pre-school level and <u>home language lessons</u> and home language <u>study guidance</u> at elementary school is optional for the children/pupils concerned.

It is for the parents together with the children/pupils to decide whether the latter are to take part or not.

Auxiliary Swedish lessons, on the other hand, are compulsory if the school considers them necessary.

* * *

DUTIES OF MUNICIPAL AUTHORITIES

It is the duty of the municipality to provide

* pre-school home language training for six-year-olds
* home language lessons and home language study guidance at elementary school and upper secondary school
* auxiliary Swedish lessons.

It is also the duty of municipal authorities

* to inform immigrant parents and pupils of the availability of home language training/home language lessons and
* to organize these activities.

Inventory

Every year, municipal authorities must carry out an inventory of special measures on behalf of immigrant children at pre-school level and in elementary school and upper secondary school.

Municipal authorities collect particulars concerning the number of immigrant children/pupils wishing to take part in home language training/home language lessons, the number of pupils needing and desiring study guidance in their home languages, and the number of pupils in need of auxiliary Swedish lessons.

On the basis of this inventory, municipal authorities should draw up a plan of action together with a preliminary scheme of organization for the coming school year at pre-school, elementary school and upper secondary school levels.

Municipal authorities collect particulars concerning

* the number of children who will be taking part in home language training at pre-school level
* the number of pupils who will be taking part in home language lessons/study guidance in elementary school
* the number of students who will be taking part in home language lessons/study guidance in upper secondary school

* the number of elementary school pupils requiring auxiliary Swedish lessons
* the number of upper secondary school students requiring auxiliary Swedish lessons.

On the basis of these particulars, municipal authorities can set up preliminary training and teaching groups and contact/engage home language teachers, bilingual pre-school staff and Swedish immigrant teachers for the coming school year.

Information

It is the duty of municipal authorities to provide information and outreach activities so as to offer all the parents/guardians concerned home language training and home language lessons for their children.

* Information has to be provided concerning the possibilities of opting for home language training/lessons.
* This information must reach the persons it is meant for (by word of mouth, in writing or by means of outreach activities).
* It must be motivating.
* It must make clear the importance of the home language for the linguistic, emotional, intellectual and social development of the child concerned.

Centralization

The Riksdag laid down that instruction must if possible be centralized within the municipality, so that the aggregate resources can be deployed to optimum effect. Centralization will make it possible for immigrant children needing a great deal of support to be offered a substantially greater number of periods for home language training and home language lessons. However, questions concerning the centralization of immigrant education have to be decided according to the needs of the pupils and local circumstances.

Here are some examples of centralization.

* Pupils within the same language group, school and grade can be put in one class instead of several classes.

* Pupils in the same language group and living in a school management district with several schools can be put in the same school.

* Individual pupils within the same language group and living in neighbouring school management areas can be grouped in a single area.

The organization of home language training at pre-school level

At pre-school level, home language training means above all giving children the opportunity of associating with other children and adults who speak their language. There is no question here of teaching in the true sense of the word. Fairy tales, stories, music and songs from the children's home country are used instead to enrich their language and to give them a grounding in the culture and traditions of their home country.

In Meddelandeblad (Bulletin) no. 5/77, the National Board of Health and Welfare has suggested the following types of pre-school activity for immigrant children.

* In municipalities where there are many immigrant children belonging to the same language group, it should be possible for bilingual sibling groups to be formed in day nurseries. Each single-language sibling group must have bilingual permanent staff and must be linked with a Swedish sibling group.

* Immigrant children can be integrated with pre-school groups served by travelling home language teachers. In cases of this kind, the immigrant child must have access to several other children from his or her own language group.

* Single-language nursery schools admitting immigrant children from the age of four years. The children's home language must be the only language spoken in pre-school institutions of this kind. Later on, when the children start elementary school, they must be given the opportunity of learning to read and write in their home language.

If this is not possible, the children should be

integrated at the age of six with Swedish children and Swedish teachers, but they should still have access to bilingual staff.

* An open single-language pre-school institution which younger immigrant children can visit together with one parent, preferably several times each week. This institution must include staff speaking the immigrant child's language.

The organization of home language lessons in elementary school

You do not stop learning your home language when you grow up. Your knowledge of the language continues to develop for as long as you hear it. Therefore, when a child starts school, its linguistic development is still not complete.

It is important for home language teaching to focus heavily on the junior level of elementary school, so as to facilitate the linguistic development of immigrant children.

It is for the municipal authorities to decide how instruction is to be organized, and they should be free to act in consultation with local immigrant organizations, immigrant parents and immigrant pupils to organize home language instruction in elementary school in such a way as to make the best possible provision for the pupils' general development and for their educational situation.

The Government Bill (Prop. 1975/76:118) passed by the Riksdag includes a discussion of a number of outline models and of the possibilities of organizing special single-language teaching groups within the framework of the integrated class on the basis of these models.

These models are intended as organizational arrangements for the junior and middle levels of elementary school. The number of teaching periods for home language lessons and other instruction provided in the home language may vary from one case to another, the aim of course being for immigrant children to receive as much instruction as possible concerning their home language.

* An integrated class comprises a group of Swedish-speaking pupils and a group of pupils having another home language. The class is taught by a Swedish teacher and a home language teacher who co-operate in the planning and conduct of instruction.

The following are some of the many advantages which an integrated class has to offer.

- Swedish teachers and home language teachers working together
- Greater effect without extra resources
- The Swedish class teacher can work with a smaller number of pupils
- Swedish parents are pleased with the individualization
- Immigrant parents take a positive view of the increased number of periods per week devoted to the home language
- Home language teachers do not have to divide their service between several schools
- Security for the pupil in his or her usual group
- More efficient instruction in reading and writing the home language
- Swedish is learned more easily
- A better chance of the children becoming bilingual.

* Another organizational model is that of a preparatory class comprising children from one language group only, which can be organized as indicated by the Instructions and Guidelines accompanying the Elementary School Curriculum. Supplement concerning the Instruction of Immigrant Children and Others - 2 (Lgr 69 II i Inv pp. 77-82).

Most of the instruction in a preparatory class is given in the pupils' home language. Preparatory classes for immigrant pupils are justifiable at all levels of elementary school, but perhaps above all in grade 1, where immigrant pupils are taught to read and write in their home language.

* A third organizational model, and the most commonly practised of all, is that where immigrant pupils attend the ordinary Swedish class and receive home language lessons and home language study guidance in a special teaching group. The time for these lessons is deducted from one or more other subjects.

Summing up, it should also be emphasized that the question of concentrating home language instruction within one or more schools should be decided according to the geographical and linguistic distribution of the pupils, their age structure,

the total resources of the municipality, the supply of teachers and teaching materials, and the exigencies of the school timetable.

The organization of home language lessons in upper secondary school

A flexible scheme of organization should also be applied to home language lessons and home language study guidance in upper secondary schools.

As in previous years, immigrant students can read their home language instead of another foreign language which the Upper Secondary School Curriculum includes in their timetable.

The same applies to the possibility of being individually examined in a home language according to current regulations, irrespective of whether or not a student has received group instruction.

Exceptions

A municipal authority which is unable to organize home language lessons or study guidance may be exempted from these obligations by the county education committee.

The fact of a municipality not being absolutely obliged in certain cases to provide home language training and home language lessons must not be taken as grounds for refraining from active measures to offer such training or instruction to all immigrant children.

* * *

RESOURCES

How are resources calculated at pre-school level?

Municipal authorities arranging home language training in nursery schools, day nurseries and municipal family day nurseries are entitled to a special grant of 1 900 kronor per annum for every six-year-old belonging to a group receiving at least four hours (periods) of home language training per week.

The National Board of Health and Welfare (Socialstyrelsen) does not consider home language training for less than four periods per week (ppw) to be a satisfactory arrangement. However, grants can be awarded for less than four periods per week if there are special grounds for so doing, in which case the amount payable will be correspondingly reduced.

The grant is to be increased according to the average annual pay improvement obtained by public employees from the calendar year 1977 onwards.

The State grant is awarded and disbursed by the National Board of Health and Welfare in arrears of each calendar year.

Applications for grants should be addressed to the National Board of Health and Welfare.

for elementary school/home languages?

For purposes of home language lessons and home language study guidance in elementary schools, resources are computed at a rate of 1.1 teacher ppw per participant pupil and school year. Under interim regulations, however, and subject to approval by the county education committee concerned, grants for the fiscal years 1977/78-1979/80 can be awarded at rates exceeding the above specified if:

the State grant received by the municipality for the fiscal year 1976/77 referred to home language lessons and/or home language study guidance exceeding 1.1 teacher ppw per participant pupil during the school year.

Suppose, for example, that at municipality has 435 immigrant pupils attending elementary school and that 350 of them are receiving home language lessons/study guidance.

The basic resource will be 350 x 1.1 = 385 teacher ppw.

The municipality may, however, request a State grant-in-aid for more than 385 teacher ppw if it meets one of the requirements indicated above.

Grants-in-aid are disbursed by the National Board of Education following decisions by county education committees.

for elementary school/ auxiliary Swedish?

Auxiliary Swedish lessons for immigrant pupils in elementary schools are financed by a special State grant-in-aid. This grant is payable at a rate of up to four ppw per group. The regulations recommend small teaching groups (3-5 pupils), and they also state that groups should be as homogeneous as possible in terms of age structure and proficiency in Swedish.

Suppose, for example, that a municipality has 260 immigrant pupils attending elementary school and requiring auxiliary Swedish lessons. If all the groups formed by the municipality comprise four pupils each, the resources at the municipality's disposal will amount to $\frac{260}{4} \times 4 = 260$ teacher ppw.

If all the groups formed by the municipality comprise three pupils each, the resources at the municipality's disposal will amount to $\frac{260}{3} \times 4 = 356$ teacher ppw approx.

for upper secondary school/home languages?

The resource is 0.75 teacher ppw per participant student and school year.

For example, if 35 upper secondary school students wish to take part in home language lessons/study guidance, the municipal resources at upper secondary level will be $35 \times 0.75 = 26$ teacher ppw.

for upper secondary school/auxiliary Swedish?

In the Government Bill Prop. 1976/77:100, expenditure on auxiliary Swedish lessons for immigrant students at upper secondary school was estimated at a total of 5 million kronor for the fiscal year 1977/78. The money is distributed by the National Board of Education in response to applications made by municipal authorities on the basis of the number of students requiring this support.

The allocation of resources

It should be emphasized here that the term "flexibility" which has been employed so frequently refers to the way in which the pupils are grouped. For example, larger groups can be formed so as to give a larger computation basis and a larger number of training/teaching periods.

Monies may not be transferred from one grant quota to another, i.e. from elementary school to pre-school, from upper secondary school to elementary school and vice versa.

On the other hand, monies can be transferred from senior to junior level. The sizes of grants differ from one "grant group" to another.

These resources may not be applied to purchases of teaching materials or to school transport.

The State grant-in-aid payable to a municipality will be computed according to the average number of children/pupils participating in home language training/home language lessons/study guidance during the first complete calendar week of November and the last complete calendar week of March during the fiscal year.

The State grant-in-aid for home language training is computed at present according to the mean number of six-year-olds participating in home language training in week 5 and week 40.

* * *

HOME LANGUAGE TEACHERS

The term home language teachers as used here denotes bilingual persons employed to teach minority languages, to teach other subjects in minority languages and to perform certain liaison duties. The home language teacher often has several important parts to play. The exact nature of those parts will depend on the needs of the individual pupil.

Duties

The duties of a home language teacher include

- giving training/instruction in the children's/pupils' home language
- giving study guidance in the home language and
- administering special contacts on behalf of pupils receiving home language training/lessons or home language study guidance.

Appointments

The Government has issued regulations (SFS:518) providing for the establishment of non-permanent grade 22 appointments for home language teachers in elementary schools as from 1st January 1978.

Appointments of this kind will be established to the extent required for the maintenance of home language instruction in elementary schools and upper secondary schools.

Grade 22 home language teaching appointments may include supplementary service in elementary school and upper secondary school and in other municipalities, and also supplementary service at pre-school level within the teacher's municipality. Pre-school home language training may be conducted by bilingual pre-school teachers or child supervisors on the regular staff, peripatetic bilingual home language teachers or grade 22 home language teachers.

Appointments procedure

Non-permanent or supernumerary grade 22 home language teaching appointments are to be awarded from 1st January 1978 with priority for teachers who meet the eligibility requirements in the Ordinance (SFS 1977:518), or who have been declared eligible for such appointments by the National Board of Education, and who have served between 1st July 1975 and 1st January 1978 as home language teachers in elementary school or upper secondary school to an extent corresponding to not less than half-time service for at least two terms.

Senior home language teachers

Salaried home language departmental headships may be established at the instance of a county education committee if home language lessons in a particular language and home language study guidance within the area covered by the headmaster of the elementary school concerned together amount to at least 40 ppw and if the subject involves two or more teachers.

In-service training

A training programme was already launched in the summer of 1976 to cater for at least part of the great need for in-service training among the home language teachers practising today. Under this programme, home language teachers with previous teacher training can attend courses totalling four weeks, while home language teachers with no formal teaching qualifications can attend courses totalling eight weeks.

The in-service training programme covers the following items.

- Immigration and immigrant policy
- Cultural and ethical questions
- Pre-school education in Sweden and the Swedish education system
- Home language teaching/training
- Linguistic development/language learning
- Auxiliary instruction
- Social liaison duties of home language teachers
- Teaching materials
- Planning
- Partnership in school

Basic training

A two-year post-secondary training course for home language teachers having Finnish, Greek, Turkish, Serbocroatian and Danish as home languages was started last autumn at the Stockholm, Malmö and Mölndal schools of education. Spanish home language teacher training is due to start at the Stockholm School of Education in the autumn of 1978. Training requirements for other major immigrant languages will also be provided for in subsequent fiscal years.

(Extract from the home language teacher training syllabus issued in 1977 by the Office of Universities and Colleges)

TRAINING CONTENT

Home language teacher training carries eighty points. The content of this training is to be geared to the pre-school programme and the elementary school and upper secondary school curricula. The training includes opportunities for the closer study of certain topics focussing on pre-school education and the junior and intermediate levels of elementary school or the intermediate and senior levels of elementary school together with upper secondary school.

The division of the training into subject studies, pedagogics and methodology, and practical training is as follows.

FOCUSSING ON PRE-SCHOOL EDUCATION AND THE JUNIOR AND MIDDLE LEVELS OF ELEMENTARY SCHOOL		FOCUSSING ON THE MIDDLE AND SENIOR LEVELS OF ELEMENTARY SCHOOL AND ON UPPER SECONDARY SCHOOL	
SUBJECT STUDIES 30 POINTS		SUBJECT STUDIES 40 POINTS	
Home languages and Swedish	25 p	Home languages and Swedish	30 p
The outside world	5 p	The outside world	10 p
PEDAGOGICS AND METHODS 22 p		PEDAGOGICS AND METHODS 12 p	
Pedagogics		Pedagogics	
Home language teaching methods		Home language teaching methods	
Methods for different school levels and subjects		Methods for different school levels and subjects	
Practical sociology		Practical sociology	
TEACHING PRACTICE 28 p		TEACHING PRACTICE 28 p	
Introductory practical training		Introductory practical training	
Teaching practice		Teaching practice	
Probationary service		Probationary service	
Community practice		Community practice	

COURSES IN THE HOME LANGUAGE TEACHER LINE OF THE MALMÖ SCHOOL OF EDUCATION

1 Introduction 4 points

2 Practical language training 5 points

3 Pedagogics 4 / 6 points

4 Grammar and sociology of language 11/11 points

5 Use of the spoken and written languages 5 / 8 points

6 Literature and life and institutions 4 / 6 points

7 Introduction to the outside world - study guidance 5 / 10 points

8 Cultural and political questions 2 / 2 points

9 Methodology ofthe home language, together with practical training 25/32 points

10 Social liaison tasks of the home language teacher 3 / 3 points

11 Linguistic development and language learning among immigrant children 3 / 2 points

N.B. The first figure denotes the point carried by the basic course, the second the point carried by the subsequent course.

* * *

TRAINING OF BILINGUAL PRE-SCHOOL TEACHERS

The pre-school line incorporates a special course of training for bilingual students carrying 80 points for applicants with previous practical experience and 100 points for applicants with no previous practical experience; this course is available at the universities of Göteborg and Lund and at the Stockholm School of Education.

The aim of pre-school teacher training is to equip the student to work with children aged up to seven years in day nurseries and nursery schools. Persons completing this special course of training for pre-school teachers are also qualified to conduct home language training at pre-school level.

During the academic year 1977/78, training of this kind is being arranged for applicants whose native language is Finnish, Greek, Turkish or Serbocroatian/Croato-Serbian.

SPECIAL CLASS TEACHER TRAINING FOR APPLICANTS SPEAKING FINNISH AS A NATIVE LANGUAGE

Special class teacher training for applicants speaking Finnish as a native language is being arranged at the Stockholm School of Education, the Gävle/Sandviken University College and Göteborg University. Students completing these courses of training will be eligible for junior or middle level teaching appointments and for home language teaching appointments.

For the academic year 1977/78 there are 24 places available in the middle level teacher line of Göteborg University and 24 places in the junior level teacher line of the Stockholm School of Education.

The Government has proposed the reservation in the academic year 1978/79 of 24 places in the Stockholm middle level teacher line for applicants having Finnish as their native language.

Ur Statistiska meddelanden U 1977:22
från Statistiska centralbyrån, Stockholm

INVANDRARELEVER I GRUNDSKOLAN VECKA 04 ÅR 1977 EFTER ÅRSKURS OCH I PROCENT AV DET TOTALA ANTALET GRUNDSKOLELEVER

Tabellen omfattar endast kommunala grundskolor

Årskurs	Antalet invandrarelever (vecka 04 år 1977) Antal	Andel %	Totalantalet grundskolelever (vecka 42, år 1976)[1] Antal	Andel %	Andel invandrarelever av totala antalet elever %
Årskurs 1	9 579	11,3	107 846	10,5	8,9
" 2	10 065	11,9	113 017	11,0	8,9
" 3	10 126	12,0	120 541	11,7	8,4
" 4	10 312	12,2	121 676	11,8	8,5
" 5	10 177	12,0	121 950	11,9	8,3
" 6	9 461	11,2	121 246	11,8	7,8
" 7	9 095	10,8	112 350	11,0	8,1
" 8	8 399	10,0	106 960	10,4	7,9
" 9	7 283	8,6	103 240	10,0	7,1
Samtliga	84 497	100	1 028 826	100	8,2

INVANDRARELEVER VILKA DELTAR I HEMSPRÅKSUNDERVISNING ELLER I STÖDUNDERVISNING I GRUNDSKOLAN VECKA 04 ÅR 1977

Tabellen omfattar endast kommunala grundskolor

Språk	Deltagare i hemspråksundervisning		Invandrarelever som ej deltar men som önskar delta i hemspråksundervisning		Deltagare i stödundervisning			
					I och på svenska		Studiehandledning på hemspråk	
	Antal	Andel %	Antal	Andel %	Antal	Andel %	Antal	Andel %
Arabiska	361	1,3	71	1,5	447	1,8	238	2,0
Danska	394	1,4	356	7,6	1 462	6,0	189	1,6
Engelska	669	2,3	150	3,2	530	2,2	184	1,5
Estniska	74	0,3	49	1,0	28	0,1	1	0,0
Finska	16 482	57,2	1 571	33,4	11 538	47,5	6 891	57,8
Grekiska	1 478	5,1	128	2,7	1 089	4,5	647	5,4
Jugoslaviska[1]	2 899	10,1	553	11,7	2 470	10,2	1 141	9,6
Norska	51	0,2	152	3,2	299	1,2	3	0,0
Polska	425	1,5	113	2,4	427	1,8	223	1,9
Spanska	980[3]	3,4[3]	148[3]	3,1[3]	823	3,4	456[3]	3,8[3]
Svenska[2]					1 010	4,2		
Turkiska	1 096	3,8	56	1,2	1 161	4,8	854	7,2
Tyska	1 293	4,5	607	12,9	572	2,4	89	0,7
Ungerska[2]	360	1,2	132	2,8	282	1,2	75	0,6
Övriga språk	2 273	7,9	623	13,2	2 133	8,8	921	7,7
Samtliga	28 835	100	4 709	100	24 271	100	11 912	100

1) Albanska, makedonska, rumänska, serbokroatiska/kroatoserbiska, slovakiska, slovenska samt turkiska (med jugoslavisk härkomst) och ungerska (med jugoslavisk härkomst).
2) Elever av jugoslavisk härkomst med turkiska eller ungerska har inräknats bland jugoslaviska språk.
3) Uppgift kan inte förekomma.

Ur Statistiska meddelanden U 1977:22

från Statistiska centralbyrån, Stockholm

INVANDRARELEVER I GRUNDSKOLAN EFTER HEMSPRÅK OCH BEHOV AV STÖDUNDERVISNING VECKA 12 ÅR 1975, VECKA 05 ÅR 1976 OCH VECKA 04 ÅR 1977

Hemspråk	Antal invandrarelever			Andel (%)			Andel med stödbehov[5] Procent		
	1975	1976	1977	1975	1976	1977	1975	1976	1977
Arabiska[1]	-	-	666	-	-	0,8	-	-	80,6
Danska	3 181	4 282	4 435	5,1	5,5	5,2	50,6	53,7	49,0
Engelska[1]	997	1 348	1 658	1,6	1,7	2,0	41,3	46,3	42,6
Estniska[1]	-	-	444	-	-	0,5	-	-	13,1
Finska	28 204	31 255	33 332	44,9	39,9	39,4	48,2	53,0	53,3
Grekiska[2]	1 871	2 004	2 212	3,0	2,6	2,6	65,9	69,5	67,3
Italienska[2]	911	1 074	-	1,5	1,4	-	38,2	35,7	-
Jugoslaviska[3]	5 124	5 918	6 348	8,2	7,6	7,5	55,3	58,3	58,8
Norska	1 295	1 608	1 904	2,1	2,1	2,3	26,5	29,0	29,4
Polska	783	906	1 033	1,2	1,2	1,2	54,4	54,2	53,8
Portugisiska[2]	275	321	-	0,4	0,4	-	66,1	79,1	-
Spanska	858	1 109	1 664	1,4	1,4	2,0	53,0	58,8	59,6
Svenska	12 006	19 413	18 439	19,1	24,8	21,8	11,9	10,8	11,8
Turkiska[4]	1 058	1 067	1 581	1,7	1,4	1,9	76,3	83,4	85,6
Tyska	2 746	3 686	4 617	4,4	4,7	5,5	19,2	20,3	19,4
Ungerska[4]	1 118	1 152	1 226	1,8	1,5	1,5	34,0	35,6	37,3
Övriga språk	2 351	3 181	4 938[6]	3,7	4,1	5,8[6]	44,2	50,8	51,9
Samtliga	62 778	78 324	84 497	100	100	100	40,8	41,3	42,6

1) Endast förekommande i undersökningen vecka 04 år 1977.
2) Endast förekommande i undersökningarna vecka 12 år 1975 och vecka 05 år 1976.
3) Albanska, makedonska, rumänska, serbokroatiska/kroatoserbiska, slovakiska, slovenska samt turkiska (med jugoslavisk härkomst) och ungerska (med jugoslavisk härkomst).
4) Elever av jugoslavisk härkomst med turkiska eller ungerska har inräknats bland jugoslaviska språk.
5) Elever som bedömts vara i behov av stödundervisning i eller på svenska eller studiehandledning på hemspråk.

Ur Statistiska meddelanden U 1977:22

från Statistiska centralbyrån, Stockholm

INVANDRARELEVER INOM GYMNASIESKOLANS LINJER OCH SPECIALKURSER EFTER HEMSPRÅK OCH KÖN VECKA 04 ÅR 1977

Tabellen omfattar endast linjer och specialkurser (om minst 1 termins längd som pågick vecka 04) med kommun och landsting som huvudman

Hemspråk	Män					Kvinnor					Samtliga
	2-åriga linjer So, Ek, Te och Mu	Övriga 2-åriga linjer	3- och 4-åriga linjer	Special-kurser om minst 1 termins längd	Summa	2-åriga linjer So, Ek, Te och Mu	Övriga 2-åriga linjer	3- och 4-åriga linjer	Special-kurser om minst 1 termins längd	Summa	Män och kvinnor
Antal elever											
Arabiska	4	15	8	15	42	3	3	6	8	20	62
Danska	16	72	72	16	176	26	73	56	32	187	363
Engelska	9	25	57	18	109	12	17	61	16	106	215
Estniska	3	7	45	-	55	6	12	52	15	85	140
Finska	154	703	414	166	1 437	210	724	412	277	1 623	3 060
Grekiska	11	89	63	29	192	14	29	61	20	124	316
Jugoslaviska[1]	39	229	136	39	443	56	132	139	43	370	813
Norska	8	26	68	14	116	9	39	63	23	134	250
Polska	7	16	58	19	100	12	36	62	33	143	243
Spanska	12	26	32	11	81	18	18	19	24	79	160
Svenska	184	454	930	69	1 637	326	420	831	131	1 708	3 345
Turkiska[2]	8	52	15	13	88	3	8	10	5	26	114
Tyska	29	46	151	25	251	42	88	149	35	314	565
Ungerska[2]	9	38	52	7	106	12	28	49	10	99	205
Övriga språk	41	94	176	62	373	33	86	149	50	318	691
Samtliga	534	1 892	2 277	503	5 206	782	1 713	2 119	722	5 336	10 542
Procent											
Arabiska	9,5	35,7	19,0	35,7	100	15,0	15,0	30,0	40,0	100	0,6
Danska	9,1	40,9	40,9	9,1	100	13,9	39,0	30,0	17,1	100	3,4
Engelska	8,3	22,9	52,3	16,5	100	11,3	16,0	57,5	15,1	100	2,0
Estniska	5,5	12,7	81,8	-	100	7,1	14,1	61,2	17,6	100	1,3
Finska	10,7	48,9	28,8	11,6	100	12,9	44,6	25,4	17,1	100	29,0
Grekiska	5,7	46,4	32,8	15,1	100	11,3	23,4	49,2	16,1	100	3,0
Jugoslaviska[1]	8,8	51,7	30,7	8,8	100	15,1	35,7	37,6	11,6	100	7,7
Norska	6,9	22,4	58,6	12,1	100	6,7	29,1	47,0	17,2	100	2,4
Polska	7,0	16,0	58,0	19,0	100	8,4	25,2	43,4	23,1	100	2,3
Spanska	14,8	32,1	39,5	13,6	100	22,8	22,8	24,1	30,4	100	1,5
Svenska	11,2	27,7	56,8	4,2	100	19,1	24,6	48,7	7,7	100	31,7
Turkiska[2]	9,1	59,1	17,0	14,8	100	11,5	30,8	38,5	19,2	100	1,1
Tyska	11,6	18,3	60,2	9,9	100	13,4	28,0	47,5	11,1	100	5,4
Ungerska[2]	8,5	35,8	49,1	6,6	100	12,1	28,3	49,5	10,1	100	1,9
Övriga språk	11,0	25,2	47,2	16,6	100	10,4	27,0	46,9	15,7	100	6,6
Samtliga	10,3	36,3	43,7	9,7	100	14,7	32,1	39,7	13,5	100	100

1) Albanska, makedonska, rumänska, serbokroatiska/kroatoserbiska, slovakiska, slovenska samt turkiska (med jugoslavisk härkomst) och ungerska (med jugoslavisk härkomst).
2) Elever av jugoslavisk härkomst med turkiskt eller ungerskt hemspråk har inräknats bland jugoslaviska språk.

Ur "Förslag om åtgärder för invandrarbarnen i förskola, grundskola och gymnasieskola" (Ds U 1975:13), Utbildningsdepartementet 1975.

Förslag

till sammansättning av klasser och utnyttjande av stöd-undervisnings- och hemspråksresursen för invandrarelevernas undervisning i grundskolan.

Förutsättning: Stöd- och hemspråksundervisningsresursen ses som en enhet och utnyttjas enligt elevernas behov i varje klass. En del av klassen är svenska elever, en annan del består av invandrarelever med gemensamt hemspråk. Modellerna är lätt att anpassa till klasser av b (B-)- form.

Förklaringar:

E	= elevtimmar	Ma	= matematik
L	= lärartimmar	Mu	= musik
lvtr	= lärarveckotimmar	Sl	= slöjd
H	= hemspråk	Sv	= svenska
()	= samläsning	Te	= teckning
Eng	= engelska		
Gy	= gymnastik		
Oä	= orienteringsämnen		

Modeller årskurs 1, klasstyp a

Ex 1 24 elever

Ämne	12 sv. elever E	Svensk lärare L	Ämne	12 inv. elever E	Hemspr.-lärare L
Sv	9	15	h	7	13x
			Sv	2	2xx
Ma	4	7	Ma	4	4x
Mu	1	1	Mu	(1)	
Gy	1	1	Gy	(1)	
Oä	5	6	Oä	5	5x
S:a	20	30	S:a	20	22x
					2x

Resurs: ≈24 lvtr Uttag: 24 lvtr

x) Hemspråkslärare 22 vtr
xx) Svensk stödlärare 2 vtr

Ex 2 24 elever

Ämne	16 sv. elever E	Svensk lärare L	Ämne	8 inv. elever E	Hemspr.-lärare L
Sv	9	15	H	7	9[x]
			Sv	2	2[xx]
Ma	4	7	Ma	(4)	2[x]
Mu	1	1	Mu	(1)	
Gy	1	1	Gy	(1)	
Oä	5	6	Oä	(5)	3[x]
S:a	20	30	S:a	20	14[x]

Resurs: ≈16 lvtr Uttag: 16 lvtr

x) Hemspråkslärare 14 vtr
xx) Svensk stödlärare 2 vtr

Ex 3 24 elever

Ämne	20 sv. elever E	Svensk lärare L	Ämne	4 inv. elever E	Hemspr.-lärare L
Sv	9	15	H	6	6[x]
			Sv	(1) 2	2[xx]
Ma	4	7	Ma	(4)	
Mu	1	1	Mu	(1)	
Gy	1	1	Gy	(1)	
Oä	5	6	Oä	(5)	
S:a	20	30	S:a	20	6[x] 2[xx]

Resurs: ≈8 lvtr Uttag: 8 lvtr

x) Hemspråkslärare 6 vtr
xx) Svensk stödlärare 2 vtr

Modeller årskurs 2, klasstyp a

Ex 1 24 elever

Ämne	12 sv. elever E	Svensk lärare L	Ämne	12 inv. elever E	Hemspr.-lärare L
Sv	11	14	H	8	11[x]
			Sv	3	3[xx]
Ma	4	6	Ma	4	4[x]
Mu	1	1	Mu	(1)	
Gy	2	2	Gy	(2)	
Oä	6	7	Oä	6	6[x]
S:a	24	30	S:a	24	21[x]
					3[xx]

Resurs: ≈24 lvtr Uttag: 24 lvtr

x) Hemspråkslärare 21 vtr
xx) Svensk stödlärare 3 vtr

Ex 2 24 elever

Ämne	16 sv. elever E	Svensk lärare L	Ämne	8 inv. elever E	Hemspr.-lärare L
Sv	11	14	H	8	8[x]
			Sv	3	3[xx]
Ma	4	6	Ma	(4)	2[x]
Mu	1	1	Mu	(1)	
Gy	2	2	Gy	(2)	
Oä	6	7	Oä	(6)	3[x]
S:a	24	30	S:a	24	

Resurs: ≈16 lvtr Uttag: 16 lvtr

x) Hemspråkslärare 13 vtr
xx) Svensk stödlärare 3 vtr

Ex 3 24 elever

Ämne	20 sv. elever	Svensk lärare	Ämne	4 inv. elever	Hemspr.-lärare
	E	L		E	L
Sv	11	14	H	5	5[x]
			Sv	(3)	
			Sv	3	3[xx]
Ma	4	6	Ma	(4)	
Mu	1	1	Mu	(1)	
Gy	2	2	Gy	(2)	
Oä	6	7	Oä	(6)	
S:a	24	30	S:a	24	5[x] 3[xx]

Resurs: ≈8 lvtr Uttag: 8 lvtr

x) Hemspråkslärare 5 vtr
xx) Svensk stödlärare 3 vtr

Modeller årskurs 3, klasstyp a

Ex 1 24 elever

Ämne	12 sv. elever	Svensk lärare	Ämne	12 inv. elever	Hemspr.-lärare
	E	L		E	L
Sv	9	10	H	5	7[x]
			Sv	4	4[xx]
Ma	5	6	Ma	5	6[x]
Eng	2	2	Eng	(2)	
Mu	2	2	Mu	(2)	
Sl	2		Sl	(2)	
Gy	3	3	Gy	(3)	
Oä	7	7	Oä	7	7[x]
S:a	30		S:a	30	20[x] 4[xx]

Resurs: ≈24 lvtr Uttag: 24 lvtr

x) Hemspråkslärare 20 vtr
xx) Svensk stödlärare 4 vtr

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Ex 2 24 elever

Ämne	16 sv. elever	Svensk lärare	Ämne	8 inv. elever	Hemspr.-lärare
	E	L		E	L
Sv	9	10	H	5	5[x]
			Sv	4	4[xx]
Ma	5	6	Ma	(5)	3[x]
Eng	2	2	Eng	(2)	
Mu	2	2	Mu	(2)	
Sl	2		Sl	(2)	
Gy	3	3	Gy	(3)	
Oä	7	7	Oä	(7)	4[x]
S:a	30		S:a	30	12[x] 4[xx]

Resurs: ≈16 lvtr Uttag: 16 lvtr

x) Hemspråkslärare 12 vtr
xx) Svensk stödlärare 4 vtr

Ex 3 24 elever

Ämne	20 sv. elever	Svensk lärare	Ämne	4 inv. elever	Hemspr.-lärare
	E	L		E	L
Sv	9	10	H	4	4[x]
			Sv	(1) 4	4[xx]
Ma	5	6	Ma	(5)	
Eng	2	2	Eng	(2)	
Mu	2	2	Mu	(2)	
Sl	2		Sl	(2)	
Gy	3	3	Gy	(3)	
Oä	7	7	Oä	(7)	
S:a	30		S:a	30	4[x] 4[xx]

Resurs: ≈8 lvtr Uttag: 8 lvtr

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x) Hemspråkslärare 4 vtr
xx) Svensk stödlärare 4 vtr

Modeller årskurs 4, klasstyp A

Ex 1 28 elever

Ämne	16 sv. elever	Svensk lärare	Ämne	12 inv. elever	Hemspr.-lärare
	E	L		E	L
Sv	9	10	H	5	6[x]
			Sv	4	4[xx]
Ma	5	5	Ma	5	5[x]
Eng	2	2	Eng	(2)	
Mu	2	2	Mu	(2)	
Te	2	2	Te	(2)	
Sl	3		Sl	(3)	
Gy	3	3	Gy	(3)	
Oä	8	8	Oä	8	8[x]
S:a	34		S:a	34	19[x]
					4[xx]

Resurs: ≈24 lvtr Uttag: 23 lvtr

x) Hemspråkslärare 19 vtr
xx) Svensk stödlärare 4 vtr

Ex 2 28 elever

Ämne	20 sv. elever	Svensk lärare	Ämne	8 inv. elever	Hemspr.-lärare
	E	L		E	L
Sv	9	10	H	5	5[x]
			Sv	4	4[xx]
Ma	5	5	Ma	(5)	2[x]
Eng	2	2	Eng	(2)	
Mu	2	2	Mu	(2)	
Te	2	2	Te	(2)	
Sl	3		Sl	(3)	
Gy	3	3	Gy	(3)	
Oä	8	8	Oä	(8)	5[x]
S:a	34		S:a	34	

Resurs: ≈16 lvtr Uttag: 16 lvtr

x) Hemspråkslärare 12 vtr
xx) Svensk stödlärare 4 vtr

Ex 3 28 elever

Ämne	24 sv. elever E	Svensk lärare L	Ämne	4 inv. elever E	Hemspr.-lärare L
Sv	9	10	H	4	4[x]
			Sv	(1) 4	4[xx]
Ma	5	5	Ma	(5)	
Eng	2	2	Eng	(2)	
Mu	2	2	Mu	(2)	
Te	2	2	Te	(2)	
Sl	3		Sl	(3)	
Gy	3	3	Gy	(3)	
Oä	8	8	Oä	(8)	
S:a	34		S:a	34	4[x] 4[xx]

Resurs: ≈8 lvtr Uttag: 8 lvtr

x) Hemspråkslärare 4 vtr
xx) Svensk stödlärare 4 vtr

Modeller årskurs 5, klasstyp A

Ex 1 28 elever

Ämne	16 sv. elever	Svensk lärare	Ämne	12 inv. elever	Hemspr.-lärare
	E	L		E	L
Sv	8	8	H	4	4[x]
			Sv	4	4[xx]
Ma	5	5	Ma	5	5[x]
Eng	4	5	Eng	(4)	
Mu	2	2	Mu	(2)	
Te	2	2	Te	(2)	
Sl	3		Sl	(3)	
Gy	3	3	Gy	(3)	
Oä	8	8	Oä	8	8[x]
S:a	35		S:a	35	17[x] 4[xx]

Resurs: ≈24 lvtr Uttag: 21 lvtr

x) Hemspråkslärare 17 vtr
xx) Svensk stödlärare 4 vtr

Ex 2 28 elever

Ämne	20 sv. elever	Svensk lärare	Ämne	8 inv. elever	Hemspr.-lärare
	E	L		E	L
Sv	8	8	H	4	4[x]
			Sv	4	4[xx]
Ma	5	5	Ma	(5)	3[x]
Eng	4	5	Eng	(4)	
Mu	2	2	Mu	(2)	
Te	2	2	Te	(2)	
Sl	3		Sl	(3)	
Gy	3	3	Gy	(3)	
Oä	8	8	Oä	(8)	5[x]
S:a	35		S:a	35	12[x] 4[xx]

Resurs: ≈16 lvtr Uttag: 16 lvtr

x) Hemspråkslärare 12 vtr
xx) Svensk stödlärare 4 vtr

Ex 3 28 elever

Ämne	24 sv. elever	Svensk lärare	Ämne	4 inv. elever	Hemspr.-lärare
	E	L		E	L
Sv	8	8	H	4	4[x]
			Sv	4	4[xx]
Ma	5	5	Ma	(5)	
Eng	4	5	Eng	(4)	
Mu	2	2	Mu	(2)	
Te	2	2	Te	(2)	
Sl	3		Sl	(3)	
Gy	3	3	Gy	(3)	
Oä	8	8	Oä	(8)	
S:a	35		S:a	35	4[x] 4[xx]

Resurs: 8 lvtr Uttag: 8 lvtr

x) Hemspråkslärare 4 vtr
xx) Svensk stödlärare 4 vtr

Modeller årskurs 6, klasstyp A

Ex 1 28 elever

Ämne	16 sv. elever	Svensk lärare	Ämne	12 inv. elever	Hemspr.-lärare
	E	L		E	L
Sv	9	9	H	5	5[x]
			Sv	4	4[xx]
Ma	5	5	Ma	5	5[x]
Eng	4	5	Eng	(4)	
Mu	1	1	Mu	(1)	
Te	2	2	Te	(2)	
Sl	3		Sl	(3)	
Gy	3	3	Gy	(3)	
Oä	8	8	Oä	8	8[x]
S:a	35		S:a	35	18[x]
					4[xx]

Resurs: ≈24 lvtr Uttag: 22 lvtr

x) Hemspråkslärare 18 vtr
xx) Svensk stödlärare 4 vtr

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Ex 2 28 elever

Ämne	20 sv. elever	Svensk lärare	Ämne	8 inv. elever	Hemspr.-lärare
	E	L		E	L
Sv	9	9	H Sv	5 4	5[x] 4[xx]
Ma	5	5	Ma	(5)	2[x]
Eng	4	5	Eng	(4)	
Mu	1	1	Mu	(1)	
Te	2	2	Te	(2)	
Sl	3		Sl	(3)	
Gy	3	3	Gy	(3)	
Oä	8	8	Oä	(8)	5[x]
S:a	35		S:a	35	12[x] 4[xx]

Resurs: 16 lvtr Uttag: 16 lvtr

x) Hemspråkslärare 12 vtr
xx) Svensk stödlärare 4 vtr

Ex 3 28 elever

Ämne	24 sv. elever E	Svensk lärare L	Ämne	4 inv. elever E	Hemspr.-lärare L
Sv	9	9	H	4 (1)	4^{x}
			Sv	4	4^{xx}
Ma	5	5	Ma	(5)	
Eng	4	5	Eng	(4)	
Mu	1	1	Mu	(1)	
Te	2	2	Te	(2)	
Sl	3		Sl	(3)	
Gy	3	3	Gy	(3)	
Oä	8	8	Oä	(8)	
S:a	35		S:a	35	4^{x} 4^{xx}

Resurs: 28 lvtr Uttag: 8 lvtr

x) Hemspråkslärare 4 vtr
xx) Svensk stödlärare 4 vtr

Förberedelseklasser

En viktig förutsättning när man bildar en förberedelseklass med elever från endast en språkgrupp är tillgång till hemspråkslärare med erforderlig utbildning (i många fall läs- och skrivinlärningsmetodik) och lämpliga läromedel på hemspråket.
För många språkgrupper är det svårt att samtidigt uppfylla bägge dessa krav.
Alla elever i förberedelseklass är inskrivna i vanlig svensk klass. I ordet förberedelse ligger att eleverna skall återgå till sina vanliga svenska klasser, när de anses mogna för detta steg (har bl a befäst sina kunskaper i det egna språket).

Nedan presenteras 2 modeller för förberedelseklasser som har prövats i Södertälje, Norrköping och Göteborg.
Modellerna är tillämpliga för vilket hemspråk som helst.

TIMPLAN
Lågstadiet klasstyp a förberedelseklass

ÄMNE	Veckotimmar i					
	åk 1		åk 2		åk 3	
	E	L	E	L	E	L
Finska	9	15	11	14	9	10
Svenska	1	2	2	4	2	4
Matematik	4	7	3	6	5	6
Engelska					2	3
Musik	1	1	1	1	2	2
Slöjd					2	
Gymnastik	1	1	2	2	3	3
Orienterings ämnen	4	6	5	7	5	6
Summa	20	30	24	30	30	30

Anmärkningar:

1) Undervisningen i svenska ombesörjes av svensk språk-kliniklärare.

2) Utrymme för svenska som främmande språk erhålles genom följande jämkningar i TIMPLAN:

åk 1. Oä reduceras med 1 veckotimme
åk 2. Ma och Oä reduceras med 1 vt vardera
åk 3. Oä reduceras med 2 vt.

3) Mönstret för timplanen är TIMPLAN 1 (Läroplan för grundskolan, allmän del, sid 112).

TIMPLAN

Mellanstadiet klasstyp a förberedelseklass

Ämne	Veckotimmar i					
	åk 4		åk 5		åk 6	
	E	L	E	L	E	L
Finska	6 [2]	7	6 [3]	6	4 [3]	4
Svenska	5 [2]	5	5 [3]	5	6 [5]	6
Matematik	5	5	5	5	5	5
Engelska	2	2	5 [4]	6	5 [4]	6
Musik	2	2	1 [4]	1	1	1
Teckning	2	2	2	2	2	2
Slöjd	3		3		3	
Gymnastik	3	3	2 [3]	2	3	3
Orienterings-ämnen	6 [2]	6	6 [3]	6	6 [5]	6
Summa	34	32 [7]	35	33 [7]	35	33 [7]

Anmärkningar:

1) Mönstret för timplanen är TIMPLAN 2 Lgr 69, allm del, sid 114
2) Utrymme för finska 6 vtr i åk 4 erhålles genom följande jämkningar i TIMPLAN 2:
   - Svenska reduceras från 9 vtr till 5 vtr
   - Orienteringsämnen reduceras från 8 vtr till 6 vtr
3) Utrymme för finska 6 vtr i åk 5 erhålles genom följande jämkningar:
   - Svenska reduceras från 8 vtr till 5 vtr
   - Gymnastik reduceras från 3 vtr till 2 vtr
   - Orienteringsämnen reduceras från 8 vtr till 6 vtr
4) I ämnet engelska i åk 5 förstärks resursen från 4 vtr till 5 vtr genom att musik reduceras från 2 vtr till 1 vte
5) Utrymme för finska 4 vtr i åk 6 erhålles genom följande jämkningar:
   - Svenska reduceras från 9 vtr till 6 vtr
   - Orienteringsämnen reduceras med 1 vte
6) I ämnet engelska i åk 6 förstärks resursen från 4 vtr till 5 vtr genom att orienteringsämnen reduceras med 1 vte
7) Exkl. slöjd
8) Oä-stoffet behandlas språkligt i ämnena finska och svenska, vilket i viss mån kompenserar det reducerade timantalet.

Exempel på samarbetsgrupp

En arbetsgrupp PION (Planeringsgrupp för invandrarundervisningens organisation i grundskolan och gymnasieskolan i Norrköping) tillsattes av skolstyrelsen i Norrköping den 14 november 1977 bestående av:

3 representanter för skolstyrelsen av vilken en utses till ordförande
2 representanter från skolkontoret
1 representant från sociala centralnämnden
2 representanter från invandrarföreningarnas samarbetsorgan tillika föräldrar till elever i grundskolan eller gymnasieskolan
2 representanter för hemspråkslärare och
1 representant för svenska invandrarlärare

Gruppen skall framlägga principförslag till skolstyrelsen senast i mars 1978 på vilket sätt invandrarundervisningen skall organiseras inom Norrköpings kommun.

Litteratur

- Förslag om åtgärder för invandrarbarnen i förskola, grundskola och gymnasieskola, Utbildningsdepartementet 1975 (Ds U 1975:13)

- Regeringens proposition 1975/76:118 om hemspråksundervisning för invandrarbarn

- Utbildningsutskottets betänkande (UbU 1975/76:33) med anledning av prop 1975/76:118

- Regeringens proposition 1976/77:22 om statsbidrag till hemspråksundervisning för invandrarbarn m m

- Utbildningsutskottets betänkande (UbU 1976/77:10) med anledning av prop 1976/77:22

- Läroplan för grundskolan, Supplement, Undervisning av invandrarbarn m fl 2, Skolöverstyrelsen (Lgr 69 II:Inv)

- Skolöverstyrelsens promemoria, okt 1977, Hemspråksträning och Hemspråksundervisning

- Socialstyrelsens meddelandeblad nr 5/77 och 19/77, Invandrarbarn i förskolan

- Förordning av statsbidrag till driftskostnader för det allmänna skolväsendet, SFS 1977:469

- Förordning om ändring i skolförordningen (1971:235) SFS 1977:518

- Förordning om statsbidrag till driftskostnader för gymnasieskolan, SFS 1977:490

- Förordning om statsbidrag till hemspråksträning i förskolan, SFS 1977:628

- Skolöverstyrelsens författningssamling, SÖ-FS 1977:141, Anvisningar om tjänster som lärare 22 i hemspråk